DOCUMENT RESUME

ED 144 695 PS 009 511

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|---|---|
| TITLE | Guidelines for Leaders of Education for Parenthood Programs in the Salvation Army: Helpful Suggestions and Information on How to Implement the Program. |
| INSTITUTION | Salvation Army. New York, N.Y. |
| SPONS AGENCY | Office of Child Development (DHEW), Washington, D.C. |
| PUB DATE | 76 |
| GRANT | OCD-CB-463 |
| NOTE | 57p.; For related documents, see PS 009 498-510 |
| AVAILABLE FROM | The Salvation Army, 120 West 14th Street, New York, New York 10011 ($1.50) |
| EDRS PRICE | MF-$0.83 HC-$3.50 Plus Postage. |
| DESCRIPTORS | *Adolescents; Child Care Occupations; Child Development; *Curriculum Guides; Disadvantaged Youth; Family Life Education; Family Problems; *Leaders Guides; *Leadership Training; Marriage; Neighborhood Centers; Parent Child Relationship; *Parenthood Education; Residential Programs; Urban Youth; Voluntary Agencies; Youth Clubs; *Youth Leaders; Youth Opportunities; Youth Problems; Youth Programs |
| IDENTIFIERS | *Salvation Army |

ABSTRACT

This guide, part of the Salvation Army's 12-part Education for Parenthood series includes sections on: parenting as a spiritual ministry, child growth and development, program goals and evaluation, practical experience, community and other resources, certification and materials. The series is aimed at preventing problems of teenage parents through helping teenagers gain understanding about what's involved in parenthood and/or child care careers. Programs were tested in Salvation Army Programs during the 3-year grant. The programs are similar to one another in basic content, with individual program approaches varied to meet the needs of specific groups: troubled teenagers in residential care (including pregnant girls and teenage mothers); inner-city teenagers; Salvation Army youth leaders; summer camp, day camp and community center leaders; parents and grandparents of teenagers; and any adult interested in the development of effective relationships with young children. Individualized programs may be composed of units drawn from one or more of the program models. Resource materials cited include booklets and posters, and audio-visuals. (BF)

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THE SALVATION ARMY

# GUIDELINES FOR LEADERS

## OF EDUCATION FOR PARENTHOOD PROGRAMS

## IN THE SALVATION ARMY

HELPFUL SUGGESTIONS AND INFORMATION

ON HOW TO IMPLEMENT THE PROGRAM

PS 009511

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*Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.*

*It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.*

*When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.*

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PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

# TABLE OF CONTENTS


Page

Memo to Leaders----------1

List of Curricula----------2

SECTION ONE: Parenting Is a Spiritual Ministry----------3

- The Family in the Bible----------4
- The Christian Family----------6
- Bible Illustrations----------8
- Scripture Used in EFP Curricula----------10
- What Is a Child?----------12
- Selections from Handbook of Doctrine----------14
- The Salvation Army's Position on Abortion----------19
- A Statement Concerning Pornography----------20
- We Worship Together, A Litany----------21

SECTION TWO: How Children Grow and Develop----------22

- Who Is The Nursery Child?----------23
- Who Is The Beginner Child?----------24
- Who Is The Primary Child?----------25
- Development of Religious Learning----------26

SECTION THREE: Setting Goals----------27

- Procedures in Creating a Program----------28

SECTION FOUR: Testing Effectiveness----------29

- Pre- and Post-Program Questionnaire----------30

SECTION FIVE: Practical Experience----------32

- Field Work Activity Sheet----------33

SECTION SIX: Community----------34

- Community Resources to Utilize----------35

SECTION SEVEN: Other Resources----------36

- Organizations for Information on Child Development-----37
- Suppliers of Materials----------38

SECTION EIGHT: Recognition----------39

- Certificate of Achievement----------40

SECTION NINE: Materials Used----------41

- Composite List of Printed and Audio-Visual Materials---42
- Useful Resources for Background----------48

## MEMORANDUM TO THE LEADER

These few pages bring together some materials that may be useful to you as you develop an Education for Parenthood program. Most of the materials have been gleaned from the dozen curricula prepared during the demonstration phase of The Army's EFP program.

On page 2 you will find a list of these curricula. Ask for the ones you want to see. The basic content is the same; the approach varies to suit the needs of the group for which it was developed. You may want to create your own program by putting together units from several.

Each Territory has films, booklets, and posters that you may borrow. Write to your Territorial Secretary, Women's Organizations or to your Territorial Youth Secretary for help with this. Do let them know how you get along with your EFP program.

The Army believes that education for parenthood must be soundly based on the Scriptures and on Salvation Army Doctrine. The preamble opening these guidelines is included in each of the curricula. It affirms this commitment.

The techniques and program aids brought together in these pages will start your thinking. Ultimately, your commitment to the concept that parenting is a spiritual ministry is the message that should come through to all participants. The sense of self-worth and the capacity to see divine imperatives for directing one's life and the responsibility for nurturing a new life are the central messages.

Elma Phillipson Cole
The Salvation Army
120 West 14th Street
New York, NY 10011

# EFP PROGRAMS TESTED BY THE SALVATION ARMY

1. LEARNING ABOUT FAMILIES - Twelve units for counselor training in overnight camps. Emphasis on self-understanding, knowledge about children, careers in child care, skills development.

2. YOUTH IN EDUCATION SERVICE (YES) - Sixteen units for teenage leaders in day camps and community centers. Emphasis on self-understanding, knowledge about children, careers in child care, skills development.

3. EVERY CHILD AND FAMILY MATTERS - Four units of varying lengths for troubled girls in residential care, with community outreach. Emphasis on building self-esteem, ability to cope, dealing with authority, knowledge about children.

4. EVERY CHILD MATTERS - A six-session and a five-session course for high-caliber young people, Corps Cadets, who will be future leaders in religious work. Emphasis is on self-awareness, knowledge about children, skills development.

5. ALL ABOUT CHILDREN - Six units for girls in an on-going organized group, Senior Guards, leading possibly to special recognition points. Emphasis on self-understanding, knowledge about children, skills development.

6. FAMILY LIFE PROGRAM - Four units for parents and grandparents of teenagers in the Home League. Emphasis on knowledge about children and young people, community impact, discipline, dealing with stress.

7. BREAKING BARRIERS: A WORKSHOP SERIES IN HUMAN RELATIONS SKILLS - Eight sessions based on Liberated Parents/Liberated Children by Adele Faber and Elaine Mazlish. Emphasis on self-esteem and skills development.

8. LEARNING FOR LIVING - Six-month weekly sessions for teenagers living in institutional care. Emphasis on self-esteem, knowledge about children, career development.

9. MAÑANA - Five units extending over six months, weekly sessions for potential leaders of community centers in Puerto Rico. Emphasis on self-understanding, knowledge about children, career development.

10. EDUCATION FOR ADULTHOOD - Six units extending over 57 sessions (can be condensed) for inner city teenagers. Emphasis on developing leadership skills, employment potential in child care, ability to cope with responsibility for self and others.

11. TENDER LOVING CARE - Units of varying lengths for teenage mothers and young children in residential center. Emphasis on building self-esteem, knowledge about children and their care, community resources.

12. WORKING WITH CHILDREN - Units of varying lengths for troubled teenagers living in group care. Emphasis on self-esteem, knowledge about children, community resources, career and skills development.

# SECTION ONE

## PARENTING AS A SPIRITUAL MINISTRY

*Selections from The Salvation Army Handbook of Doctrine and Scripture used in several pilot programs should help start your thinking about the spiritual base for EFP. The Army's positions on abortion and pornography also speak to this. Included is a litany that can serve as a basis for discussion or ust for a time of communing. For those who want to do further reading, a list of books and articles has been given on pages 6, 7 and 49.*

# THE FAMILY IN THE BIBLE

In the Old Testament there is no word which corresponds precisely to family as used in modern English to refer to the nuclear family consisting of a father, mother and children.

Instead we find that in the Hebrew language of the Jewish faith distinction is made between the tribe or clan and the family household. The household included grandparents, aunts, and uncles, and is similar to what is referred to in modern English as the extended family.

The original language of the New Testament is Greek. Three times the Greek word "patria" is used for family and refers to the historical origin of a household. In other cases in the New Testament the word "household" was used for family and indicated a unit of society. A household consisted of a patriarchal lord and master, his wife, children, slaves, and various dependents such as servants and employees. Freed men and friends often voluntarily joined themselves to a household for the sake of the mutual benefits.

For the early Christians households were an important factor in the growth and stability of the Church. Households became centers of worship and religious life. It is for this reason that we find the Church referred to as the household of God (Ephesians 2:19) and the household of faith (Galatians 6:10). Believers are described as adopted sons (Galatians 4:5), servants, (Matthew 25:23) and stewards (I Corinthians 4:1).

It is against this background that we should talk about the Christian family. The nuclear family as we know it is a unit of our society. As Christians we are children of God (John 1:12 - N.E.B.) and have, therefore, a special "family" relationship with all other Christians. The quality of the relationship among believers can be similar to what we know of the finest experience in a Christian nuclear family.

The quality of life of the children of God will also influence our actions and attitudes toward everyone we encounter.

The record of a conversation between Jesus and His disciples illustrates this:

> "Lord, when was it that we saw You hungry and fed You,
> or thirsty and gave You drink, or naked and clothed You?"

Jesus replied:

> "I tell you this: anything you did for one of My brothers,
> however humble, you did for Me."
>
> Matthew 25:40-41
> N.E.B.

TO THINK ABOUT:

1. What is the nature of my relationship to

   - my immediate family?

   - other Christians?

   - people in general?

2. To what extended families or family "households" do I belong? (Resource: *We Are a Family* EDC poster.)

3. Would my attitude be the same if I were actually speaking face to face with Jesus?

*From All About Children, Prepared for the Senior Guards*

# THE CHRISTIAN FAMILY

Are there guidelines for bringing up a Christian family? What are the principles for Christian living? The Bible does present principles for family living. These principles are introduced in the book *What They Did Right* edited by Virginia Hern, Tyndale (1974), 294 pp. - $3.95.

In this book, adult offspring of Christian parents wrote essays, 38 in all, about things their parents did or attitudes they had that positively affected their own growth as human beings. The essays shed insight on good family communication without being a how-to-do-it manual.

On March 1, 1975 The New York Times reported that the trend toward more divorces, like fewer marriages, was national in scope. It is also true that there are an increasing number of families headed by divorced, separated, or single women. There were 242,000 such families in New York City in 1970, an increase of 62 percent from 1960.

It may be that some of the young people in the group come from one-parent homes. Many two-parent families are distressed by poverty, alcohol, drug abuse, or mental health problems. It is necessary to be sensitive to these situations.

The experience of knowing one is a child of God (John 1:12) and the very real experience of being a member of the Christian family in the context of the Church is the best place for young people to begin to discover the principles of Christian living. It may be helpful here to talk about the extended family introduced with the *"Ibos in Crisis"* film. This is the kind of caring that should occur among Christians.

A new booklet, *The Christian Family*, written by Lt. Colonel Edward Laity, will be published by The Army late in 1977. This includes a gold mine of well-chosen Scriptural references. There are chapters on basic laws necessary to build and maintain the Christian home, the Bible in the home, family prayers and songs, love and discipline, work, and parental example.

RESOURCE BOOKS ABOUT THE CHRISTIAN FAMILY:

Books

| | |
|---|---|
| *The Family That Makes It* | Victor Books |
| *Building a Christian Home*<br>Henry R. Brandt & Homer E. Dowdy | Scripture Press |
| *Toward Christian Marriage*<br>W. Melville Cooper & H. Morgan Williams | Inter-Varsity Press |
| *All We're Meant to Be*<br>(a Biblical approach to Women's Liberation)<br>Leitha Scanzoni & Nancy Hardesty | Word |

Booklets

The following are all by Clyde M. Narramore - Zondervan Publishing House

*Improving Your Self-Confidence*

*The Unmarried Woman*

*Discipline in the Christian Home*

*Young Children and Their Problems*

*A Christian View of Birth Control*

*Is Your Child Gifted?*

*The Mature Years*

*How to Begin and Improve Family Devotions*

Magazines

*Family Life Today*, a monthly - Gospel Light
110 Broadway
Glendale, CA 91204

*Moody Monthly, the Christian Family Magazine*
June 1976, Vol. 76, No. 9
Special Section: "How to Raise Your Children for Christ"
820 N. LaSalle Street
Chicago, IL 60610

# BIBLE ILLUSTRATIONS

ADAM AND EVE

Partnership in marriage.

CAIN AND ABEL

Jealousy and envy can hurt and destroy relationships between brothers.

ISAAC AND REBECCA

Each parent favored one of the twin boys. This led to lying, cheating, and stealing, until Jacob had to flee for his life from the anger of his brother Esau.

LABAN

Jacob's uncle promised anything to get what he wanted for himself. He deceived even his own nephew by promising him his daughter Rachel, for seven years' work, and then giving him Leah. It took another seven years to earn Rachel, whom he loved. Jacob took his uncle's promise, for he had to have a place to hide from his brother Esau, who had a contract out on him.

JACOB AND RACHEL

Because she had hatred and jealousy in her heart, Rachel was barren for long years. When she repented, she bore Joseph and Benjamin.

JOSEPH

Was sold into slavery because of the brothers' jealousy over favoritism shown by their father.

ABRAHAM AND SARA

Were patient and obedient, rewarded by having a son when Abraham was 100 and Sara was 90.

DAVID AND BATHSHEBA

David looked at another man's wife and eventually committed adultery. When Bathsheba became pregnant, to cover this David had the husband killed. David married Bathsheba, but the baby died. He eventually repented and was once again a "man after God's own heart."

SOLOMON

In spite of his wisdom, was selfish, greedy, lusted after women and possessions, and worshiped idols.

NAOMI AND RUTH

A mother-in-law - daughter-in-law relationship.

LIBERATED WOMEN

Examples include Esther and Deborah.

PSALMS

Illustrate prostitutes luring men, much as they have throughout history.

DISCIPLINE

Woman taken in adultery.
Peter at the arrest of Jesus.

*Prepared by Mrs. Shirley Key Williams, Germantown, Philadelphia for use with Corps Community Center pilot program*

SELECTED SCRIPTURE

USED IN EFP COURSES IN FIELD TEST SITES

*The Church as the household of God* -
(Ephesians 2:19)

*The Church as the household of faith* -
(Galatians 6:10)

*Believers are adopted sons* -
(Galatians 4:5)

*Believers are servants* -
(Matthew 25:23)

*Believers are stewards* -
(I Corinthians 4:1)

*Christians are children of God* -
(John 1:12)

*Why won't he behave?* -
(I Corinthians 13:11)

How did Jesus handle those with special problems, such as:
*Zaccheus* (Luke 19:5)
*Sinful woman* (John 8:11)
*Peter* (John 18:10,11)

Prayer Items

*Best friend*
*One most difficult to get along with*
*Most important goal*
*Parents*
*Exciting things that happened to you today*

A Child

*A new creation of God - handle with prayer*
*Children live what they learn; they are nurtured through trust in their parents*

Awareness of the Needs of Others

*Love others as God cares for us* -
(Mark 12:31
Luke 10:27-37
Matthew 5:43-48
Matthew 25:34-45
Matthew 28:20)

*Family Relationships* -
(Ephesians 6:1-9
Exodus 20:12
Matthew 18:15
Luke 15:20-24
St. Mark 10:1-19
Matthew 19:1-8)

*Awareness of Self* -
(Mark 12:31)

*Discipline* -
(Ephesians 6:1-4, Proverbs 13:24)

*Fear* -
(Psalms 27)

*Anger* -
(II Timothy 2:22-23)

*Dependence* -
(Proverbs 3:5-6, Romans 8:28)

*Conscience* -
(Proverbs 22:6)

*Growth* -
*in grace* (II Peter 3:18)
*in the Word* (I Peter 2:1-3)
*in faith and love* (Thessalonians 1:3)
*in love* (Ephesians 4:15-16)
*in the Lord* (Psalms 92:12)
*in spirit* (I Corinthians 13)
*in mind* (II Timothy 2:15)
*in self-respect* (Galatians 5:14)

# WHAT IS A CHILD?

## LEADS FROM EXPLORING CHILDHOOD POSTER

THE YOUNG CHILD HAS A SURPRISING MEMORY BUT CAN'T ALWAYS PUT WHAT HE OR SHE REMEMBERS INTO WORDS

John 14:26 -*"But the Comforter...shall bring all things to your remembrance..."*

THE YOUNG CHILD HOLDS STRONG BELIEFS

Luke 18:17 - *"Whosoever shall not receive the Kingdom of God as a little child shall in no wise enter therein."*

THE YOUNG CHILD LIKES TO PRETEND

Genesis 37:5 - *"And Joseph dreamed a dream and he told it to his brethren."*

THE YOUNG CHILD HAS WISHES

Romans 8:24 - *"For we are saved by hope."*

THE YOUNG CHILD FEELS CONFLICTS

Romans 7:24 - *"But I see another law...warring against the law of my mind."*

THE YOUNG CHILD HAS NATURAL FEARS

Isaiah 41:10 - *"Fear thou not; for I am with thee; be not dismayed for I am thy God."*

THE YOUNG CHILD FEELS THE WORLD KEENLY THROUGH ALL HIS SENSES

Isaiah 11:3 - *"He shall not judge after the sight of his eyes, neither repine after the hearing of his ears."*

THE YOUNG CHILD HAS A REMARKABLE COLLECTION OF MOTOR SKILLS

Isaiah 40:31 - *"They shall run and not be weary, and they shall walk and not be faint."*

THE YOUNG CHILD IS THE SPEAKER OF THE LANGUAGE

OF HIS OR HER CULTURE

I Corinthians 13:11 - *"When I was a child I spake as a child."*

THE YOUNG CHILD IS LEARNING ALL THE TIME

Colossians 3:10 LB - *"You are living a brand new life that is continually learning more and more of what is right."*

THE YOUNG CHILD IS A TIME OF BEING AS WELL AS BECOMING

Mark 10:14 - *"Suffer the little children to come unto me, and forbid them not, for of such is the Kingdom of Heaven."*

PREPARED BY MRS. LIEUTENANT ALAN CARLSON, CHICAGO, ILLINOIS
FOR USE WITH CORPS CADET PILOT PROGRAM

# SELECTIONS FROM THE HANDBOOK OF DOCTRINE

THE SALVATION ARMY HANDBOOK OF DOCTRINE PROVIDES A SOLID CORE FOR AN EFP PROGRAM. CHAPTER 6 IS PARTICULARLY RELEVANT. SECTION II, MAN'S DISTINCTIVE ENDOWMENTS, DISCUSSES THOSE ELEMENTS OF HIS BEING WHICH SET HIM APART FROM OTHER FORMS OF LIFE, ENDOW HIM WITH THE ABILITY TO CHOOSE, AND PLACE HIM AS A MEMBER OF A COMMUNITY.

1. ALTHOUGH MAN IS ASSOCIATED WITH THE NATURAL WORLD ABOUT HIM, HE IS DISTINCT FROM IT.

Physically man is "of the dust of the ground", and his earthly life is sustained by the support of the natural order with which he is linked by his physical nature.

In the Scriptures the making of man is represented as the crowning act of God's creative work, which took place in successive stages, rising from the creation of light to that of man. But man is more than a natural being; he does not live by bread alone. His spiritual endowments and the revelation given by the gospel of redemption concerning his place in the divine purpose, invest him with a dignity and value of his own.

These contrasting truths are presented in the first two chapters of Genesis (1:26, 27; 2:7) and form a recurring theme in the Bible. The eighth Psalm, with the comment upon it in Heb. 2:5-11, is an outstanding example:

> When I look at Thy heavens...what is man that Thou art mindful of him, and the son of man that Thou dost care for him? Yet Thou hast made him a little less than God, and dost crown him with glory and honour. Thou hast given him dominion over the works of Thy hands. (Ps. 8:3-6, R.S.V.)

2. THE ENDOWMENTS WHICH SET MAN APART FROM THE REST OF CREATION ARE HIS RATIONAL, MORAL AND SPIRITUAL POWERS.

*(a) Man is one being, consisting of body, soul and spirit* (see Article 10).

The body is the material part of man, by which he is related to the natural world around him.

The Bible does not always clearly distinguish between soul and spirit, for the word "soul" is used in two ways. Sometimes it includes both soul and spirit, that is, everything other than the physical body (as in Luke 12:20); at other times as a simple description of individuals (as in Gen. 12:5). Where distinction *is* made between soul and spirit, *spirit* represents that part of man's nature which can enjoy spiritual fellowship with God, and which

can exist apart from the body (as in Eccles. 12:7; Luke 23:46; Acts 7:59), while the word *soul* is used in relation to things of time and sense.

*(b) Man has powers of reason* which can rise to the level of reflective, imaginative and abstract thought, and give him power over his environment unknown to the animal creation.

*(c) Man has moral powers.* These include a moral *sense*, a moral *urge*, a moral *accountability* and a moral *freedom* (see para. 3).

*(d) Man has spiritual and religious powers* - the desire to seek and worship God, and the capacity to respond to the spiritual revelation He gives.

*(e) Man has the capacity for progress* and the desire to exert his faculties to the end.

Man has never been given maturity as an initial gift. His capacities develop with use. He rises to his fullest stature when engaged with matters of eternal worth. His deepest satisfactions are found in the right employment of his highest powers (Matt. 16: 26).

*(f) Man's natural gifts are impaired by his sinful state* (see sect. VI, para. 2), and suffer further hurt when turned to unworthy ends.

3. MAN'S MORAL POWERS CAN BE SEEN IN THE WORKING OF HIS CONSCIENCE FOR HE IS ENDOWED WITH FREEDOM OF CHOICE.

*(a) The working of conscience involves moral sense, moral urge and moral accountability.*

The word "conscience" means "a knowledge with", "a knowledge that accompanies other knowledge". According to light received man has a consciousness of moral values; there are actions and attitudes which he judges as being "good" or "bad", "right" or "wrong", and experience reinforces the conviction that these considerations ought not to be ignored. Man finds within him an urge to do what he deems to be right and to refrain from what he feels to be wrong. Conscience passes its own judgment upon his conduct, approving when its prompting is heeded and passing condemnation when it is disobeyed (Rom. 2:14, 15, N.E.B.).

It is true that the moral powers of man are affected by the injury that sin does to all human faculties, but this may not render him completely insensitive to a moral appeal, nor is it an injury that the restoring power of salvation cannot heal. It is to the faulty conscience of men that God speaks, and it is with the imperfect response they give that they take the first steps to restoration.

*(b) Though man has not absolute freedom of action, he has freedom of choice.*

In such matters as birth and the natural laws of existence man has no choice. The restraints imposed by his physical and mental

environment may still further reduce the area of his freedom. However Matt. 5:41 and Col. 3:22, 23 speak of the choice retained even within a subject nation or by an enslaved person. Acts done for Christ's sake or for conscience's sake can defy the power of human compulsion. They are the chosen responses of men who refuse to bow to circumstance.

This moral freedom is respected by God Himself, but it exists within His over-ruling government. The gift of freedom of choice will not enable man to evade final judgment. Man can choose to obey or to disobey God's law, but he cannot avoid being held accountable before God for the decisions he makes. (See, for example, in Matt. 23, the freedom of man in verse 37, but his subjection to the judgment of God in verses 38, 33 and context.)

4. MAN IS NOT ONLY AN INDIVIDUAL BUT A MEMBER OF A COMMUNITY.

In the divine intention, man is a social being, incapable of achieving his intended development and destiny in isolation. His life is bound up with that of others in terms both of dependence and of obligation to serve. Influences from the past and present affect his life and person, while he in turn can influence the present and future welfare of others. There is a solidarity of the human race by which are shared both benefit and hurt.

God deals with men as individuals, but always as individuals who have a relationship to Himself and to others. The two great commandments on which "hang all the law and the prophets" (Matt. 22:40) are not concerned with man in isolation but in the setting of his divine and human relationships.

## SECTION IV, THE FALL OF MAN, INCLUDES A DISCUSSION OF THE PROPER EXERCISE OF MAN'S FREEDOM OF CHOICE.

3. THE STORY OF THE FALL ALSO TEACHES THAT THE DEVELOPMENT OF MAN FROM A STATE OF INNOCENCY TO A STATE OF SPIRITUAL AND MORAL MATURITY DEPENDED UPON THE RIGHT EXERCISE OF HIS FREEDOM OF CHOICE.

There is a distinction between these two states of experience. The former, the state of innocency, man had by creation, but the latter could not be realized without his own consent and cooperation.

Maturity in moral and spiritual character cannot be granted as a gift but is gained when, confronted by the choice between good and evil, man freely chooses the good. Thus the loss involved in the Fall included not only the blessings man *already possessed* (innocence and spiritual fellowship with God), but included the loss of what he *might have become* through obedience. His present standing and future destiny were both at stake.

The further truth about the Fall lies in the fact that it was the result of the misuse of man's endowment of freedom of moral choice. The very means by which his destiny could have been realized was the cause of his downfall - a standing illustration of the truth that where there is the greatest potential for good there is also the greatest potential for evil.

## SECTION IX, WORDS USED IN THE BIBLE TO DESCRIBE SIN, DISCUSSES THE MEANING OF "FLESH", "WORLD", AND "SELF".

2. THE THREE WORDS "FLESH", "WORLD" AND "SELF" DO NOT NECESSARILY HAVE A SINFUL CONNOTATION; THE MEANING INTENDED IS DETERMINED BY THE CONTEXT IN WHICH THEY APPEAR.

*(a) The flesh.* This word is used in the Bible in at least three distinctive ways, as referring to:

(i) *the physical body* (2 Kings 4:34; Luke 24:39);

(ii) *all mankind* (Gen. 6:13; Isa. 40:5; Joel 2:28), very often in the sense that indicates the mortal limitation and the frailty of humanity (Isa. 40:6; 1 Cor. 15:50; and

(iii) *human nature when infected and corrupted by sin* (Gal. 5:17; Eph. 2:3; 2 Peter 2:10).

The Bible nowhere teaches that bodily functions are of themselves evil or that sin has its seat in man's physical nature. The perversions and corruptions of natural appetites and instincts mentioned in Gal. 5:19-21 are a result and not a cause; they are but the revelation of an inward *spiritual* disorder. When these same faculties are sanctified by the Holy Spirit, their expression is characterized by "goodness" and "temperance" (self-control) (verses 22,23).

Declarations about the evil nature of the "flesh" are condemnation of the evil power that corrupts human life. They do not refer to the body itself, which can and should be presented "a living sacrifice, holy, acceptable unto God" (Rom. 12:1).

Thus in place of the word "flesh", other English translations use such language as the "lower nature", "sinful nature" or the "corrupt nature", while in doctrine this corrupting power is often spoken of as "inbred sin".

To live "according to the flesh" means to live according to the manner of life which yields to sin and is corrupted by it, while to live "according to the Spirit", means to live a life yielded to and sanctified by the Spirit of God (Rom. 8:5).

*(b) The world.* This word can mean:

(i) *The created world*, as in Eph. 1:4, "before the foundation of the world".

(ii) *The race of mankind*, as in John 3:16, 17, 19.

(iii) *This world of time* as contrasted with the "other world" (John 12:25). Here the temporary nature of this world is presented (1 Cor. 7:31). In many instances where the Authorized Version gives "this world", the Greek text has "this age" or "this life".

(iv) *The system which man has built up in his state of spiritual separation from God.* It is in this fourth sense that the word has evil implications. The "world" is used with this meaning chiefly in the Fourth Gospel and in the First Epistle of John.

The worldly spirit leaves God out of its reckoning; its values are those of time, of "this age" and of material things. Its motives are marked by selfishness, greed, expediency and aggression, characterized in 1 John 2:15, 16 as being dominated by "the lust of the flesh, and the lust of the eyes, and the pride of life".

In this sense it is anti-Christ, resenting the Saviour's condemnation of its condition and principles (for example John 7:7; 8:23; 15:18, 19). The power of this resentment was revealed by its share in the crucifying of Jesus, an exposure of its nature all the more revealing in that the people in whom this spirit was expressed were religious leaders.

Separation from the spirit of the world does not involve loss of contact with and influence upon men. The manifestation of another way of life, which has a different Lord and is possessed by another Spirit, is the very means by which the world will be converted (John 17:15, 18, 20, 21).

*(c) Self.* Primarily, self means a person's own individuality, and in this connection is used in an innocent and unoffending sense. The law of God allows man to love himself, provided that this love is in harmony with the rest of the great commandments. The wrong lies in a love for self which takes the place of love for God and for others.

The sinful aspect of this word is set forth in sect. V, para. 4 *(c)*. This is the self-centeredness which rules the life in opposition to God and his will.

It will thus be seen that these three words have a sinful meaning only when they are being used to express a state of separation from God.

# THE SALVATION ARMY'S POSITION ON ABORTION,

## AS APPROVED BY THE COMMISSIONERS' CONFERENCE, MAY 1972

As a religious movement, The Salvation Army has emphasized high Christian standards in its message and ministry for more than a century.

The Salvation Army subscribes to certain basic beliefs which affect human relationships, among them the following:

1. Every human being is worthy of respect and reverence and every human personality is sacred.

2. There must be concern for the quality of life.

3. Chastity before marriage and faithfulness in marriage are precepts for all to follow.

4. Christian marriage has as its Divinely ordained end the lifelong companionship of husband and wife, hallowed by mutual love for God and for each other. Both spiritual fellowship and physical union play their part in this.

5. Every human being has the capacity to respond to the guidance of God in all areas of life.

The Salvation Army favors allowing pregnancies to terminate with the normal birth of a child but recognizes that conditions arise under which a choice must be made between early termination (abortion) or full-term pregnancy. It is important that counselling services are available when making such a choice.

A decision in any given situation should be adaptable to individual need with full consideration of the fundamental spiritual values which are the foundation of Salvation Army belief.

# THE SALVATION ARMY

## A STATEMENT CONCERNING PORNOGRAPHY

The Salvation Army, concerned that the dignity of mankind should be preserved, deplores the increasing pornography infecting books, magazines and newspapers, and the pornography and blasphemy infecting theatres, cinemas, radio and television.

The Salvation Army believes that its attitude reflects widespread feeling against blasphemy and the commercialization of sex in ways which ensure financial gain for the exploiters and the creation of false values in the lives of the exploited.

The Salvation Army maintains its stand against evils which threaten the quality of personal and national character and seeks to arouse public conscience against such evils.

The Salvation Army wholeheartedly supports the proper education of the young on matters relating to the sanctity of right human relationships based on the teaching of Christ.

Above all, The Salvation Army believes that the wholesomeness of society depends upon the conversion of men and women everywhere to the Christian way of life in which high standards of morality are established.

INTERNATIONAL HEADQUARTERS, LONDON - MARCH, 1974

# WE WORSHIP TOGETHER:

## A LITANY

Leader: *Loving God, you have made us members of your family, and have also set us in human families. We name now in silence all those whom we have counted as family.....For parents, brothers, sisters, and all the wider family whose love sustained us in childhood,*

People: *We give you thanks.*

Leader: *For the joy of love freely given, and for the daily encouragement of those who know us best,*

People: *We give you thanks.*

Leader: *For the fresh perceptions of children, and for the seasoned judgment of age,*

People: *We give you thanks.*

Leader: *When preoccupation, complacence, or prejudice makes us deaf to the needs of other family members,*

People: *Prod us to listen.*

Leader: *When in love our parents or our children challenge or criticize us,*

People: *Keep us from self-righteousness, but open our minds to their concern.*

Leader: *When we are tired and anxious with the care of the old, the ill, or the handicapped in our family,*

People: *Renew our patience and our hope.*

Leader: *When bitter words, disappointed hopes, or indifference threaten family ties,*

People: *Help us to forgive hurts and to build relationships anew.*

Leader: *When our family life is changed by adversity, by illness, by the adulthood of children, by retirement,*

People: *Make us confident, knowing that love and trust need not change.*

Leader: *When we feel alone, separated from those we call family by death, distance, or estrangement,*

People: *Comfort us with your presence, and show us new channels for love.*

*O God, you love us more wisely, nurture us more faithfully, than any mother or father could. Through our families, and through the community of faith, teach us to live as your children, through Jesus Christ your son.*

*Amen.*

FROM FAMILY LIFE PROGRAM OF THE WOMEN'S HOME LEAGUE

# SECTION TWO

## HOW CHILDREN GROW AND DEVELOP

*Some framework of how children grow and develop at different stages is very useful. The following pages have been taken from* Every Child Matters, *the five-unit course prepared for the Corps Cadets.*

## *WHO IS THE NURSERY CHILD?*

| *Because he is like this ...* | *... we do this!* |
|---|---|
| **PHYSICAL** | |
| He is little. | Provide equipment suited to his height. |
| He may not grow at the same rate as other children his age. | Do not expect more of the larger child. |
| His large muscles are developing. | Provide large crayons, simple handwork. |
| His vocal muscles are not developed. | Do not require loud singing; choose songs with notes on the staff. |
| He can do only one thing at a time. | Do not require more. |
| He is active. | Have a large room; several activities available at the same time. |
| He is susceptible to disease. | Have a clean, airy room. |
| His senses are keen. | Provide materials to satisfy the need to see, hear, touch, taste, smell. |
| **MENTAL** | |
| He has a limited vocabulary. | Choose simple stories, use pictures. |
| He likes repetition. | Choose songs and stories worthy of repetition. |
| His attention span is short. | Change activity often. |
| His memory is undependable. | Do not expect him to remember from Sunday to Sunday. |
| He believes everything he hears. | Tell him the truth. |
| He does not understand symbolism. | Do not let one object represent another. |
| He has no sense of time. | Use "long ago" not "fifty years ago". |
| He learns through the senses. | Provide him opportunities to use them. |
| He learns by asking questions. | Give him simple, truthful answers. |
| **SOCIAL** | |
| He is dependent. | Give him assistance when he needs it. |
| He is timid. | Have small groups. |
| He is self-centered. | Teach him to thank God for what he has, encourage him to share. |
| He has imaginary playmates. | Do not encourage him to give them up. |
| He desires attention. | Commend him for doing right. |
| **EMOTIONAL** | |
| He has a sensitive nervous system. | Avoid confusion and noise, choose durable materials. |
| He is afraid of the unfamiliar. | Provide the familiar (people and objects). |
| He has many fears. | Avoid stories that cause fear. |
| He frequently says "no". | Avoid opportunity for saying "no". |
| He may have temper tantrums. | Try to avoid them, do not let them accomplish their intended purpose. |
| He needs security. | Visit his home, be regular in your attendanc |
| **SPIRITUAL** | |
| He has a hunger for God. | Encourage it. |
| He has abilities and limitations. | Stay within his spiritual understanding. |
| He "catches" his religion. | Provide positive experiences, good examples. |

## WHO IS THE BEGINNER CHILD?

| *Because he is like this ...* | *... we do this!* |
|---|---|
| **PHYSICAL** | |
| He is growing rapidly. | Equipment should fit him. |
| His large muscles are still developing. | Use large crayons and pictures free from detail. |
| He has much energy. | Allow him to move from place to place. |
| His eyes and ears are easily strained. | Have good lighting; speak clearly. |
| **MENTAL** | |
| His vocabulary is limited. | Use words he knows. |
| His attention span is limited. | Provide variety of activity. |
| He is creative, imaginative and curious. | Give him interesting materials to experiment with. |
| He is literal-minded. | Use words that mean exactly what they say, avoid symbolism. |
| He does what he sees others do. | Live a good example. |
| He acts upon suggestion. | Suggest doing right, give him opportunities to make choices. |
| He learns through his senses. | Provide things to see, touch, hear, taste, smell. |
| **SOCIAL** | |
| He is self-centered. | Encourage sharing. |
| He is more able to play with others. | Provide opportunity for group play. |
| He is a real conformist. | Set a good example before him. |
| He wants approval. | Praise him for doing right. |
| **EMOTIONAL** | |
| His emotions are intense. | Have quiet atmosphere. Control your own emotions. |
| He is sensitive. | Avoid calling attention to his mistakes, be tactful and considerate. |
| He may become jealous. | Avoid showing favoritism. |
| He is naturally sympathetic. | Teach sharing with less fortunate. |
| **SPIRITUAL** | |
| He has simple trust in God. | Make God real by pointing out things He has done, use nature materials a lot. |
| He thinks of God in a personal way. | Relate God to child's everyday experiences. Encourage reverence, gratitude. |
| He is beginning to see the difference between right and wrong. | Teach that wrongdoing is not pleasing to God. |
| He can experience real worship. | Provide times of group worship. Be alert to spontaneous worship opportunities. |

| *Because he is like this ...* | *... we do this!* |
|---|---|
| **PHYSICAL** | |
| He is growing unevenly. | Recognize it. |
| His finer muscles are developing. | Avoid detailed work. |
| His muscle development makes him restless. | Provide varied activity. |
| He wants to do rather than watch, likes to construct. | Provide plenty of activities and projects. |
| He tires easily. | Alternate activity with quietness. |
| **MENTAL** | |
| He is learning to read. | Let him read his workbook. |
| He likes word and number games. | Provide simple Bible games. |
| He likes to write. | Let him copy short Bible verses. |
| His attention span is growing. | Divide hour into longer segments. |
| He draws false conclusions. | Provide opportunities to reason. |
| He likes both fact and fancy. | Use both, distinguish between them. |
| He lives in the present. | Make applications in present. |
| He is curious. | Answer questions as they arise. |
| He has a good imagination. | Let him act out stories. |
| He has a good memory. | Teach short, appropriate Bible verses. |
| He is literal-minded. | Avoid symbolism. |
| **SOCIAL** | |
| He wants to play with others. | Provide group activities. |
| He likes to talk. | Talk with him about his interests.LISTEN. |
| He wants child friendships. | Stimulate interest in children of other cultures, countries, races. |
| He wants to be grown-up. | Avoid the use of "little". |
| He likes non-competitive activities. | Provide them (no winners/losers). |
| He likes the opposite sex. | Have boys and girls in the same class. |
| He is inclined to be selfish. | Teach him to think of others. |
| He respects authority. | Live worthy of his respect. |
| **EMOTIONAL** | |
| He is easily excited. | Be calm, provide calm atmosphere. |
| He may resist personal demands. | Teach obedience. |
| He may withdraw because of shyness. | Choose work on his level, praise him for accomplishment. |
| He is impatient. | Use his contributions to class discussions. |
| He has many fears. | Help him to feel secure. |
| He can sympathize with others. | Teach him to care for less fortunate. |
| **SPIRITUAL** | |
| He likes Sunday School. | Maintain that attitude. |
| He has faith in prayer. | Teach him to accept God's answers. |
| He may be ready to accept Christ. | Lead him to the Lord. |
| He is curious about death. | Explain it simply. |
| He is curious about heaven. | Answer his questions as they arise. |
| He wants to be good. | Teach him that Christ will help him. |

# DEVELOPMENT OF RELIGIOUS LEARNING

*The following chart is over-simplified. It is meant to convey the fact that, as in all other areas of development, children learn most things gradually, by experience, and over an extended period of time. This includes what he is learning about God and the possibility of a personal relationship with God.*

| AGE LEVEL | RELIGIOUS LEARNING | USUAL RESPONSE | *SUPPORTIVE EXPERIENCES |
|---|---|---|---|
| Very young child (nursery, beginner) | Impressions of a loving, ever-present God and His wonderful world. | Wants to love back. Wonder, reverence, gratitude. | Loving, consistent care, etc. |
| Primary child | Teaching about Jesus - loving, trusting, sharing, serving, giving. | Wants to be His friend and helper. Wants to please Him. | Opportunities to be friend and helper to a loving adult, etc. |
| Growing child | How to join and live in God's family. Selected Bible stories-heroes. Growing awareness of own right and wrong actions. | Aspirations, hero worship; desire for forgiveness of individual right and wrong actions. | Adults who provide good models, who are more forgiving than condemning, etc. |

**The kinds of experiences that will make religious learning "believeable" when the child is able to understand religious language.*

*All religious learning begins at the experience level, to which religious language is added. This is true at all age levels.*

PREPARED BY MRS. DORIS LOWCOCK FOR USE WITH CORPS CADET PILOT PROGRAM

# SECTION THREE

## SETTING GOALS

## PROCEDURES IN CREATING A PROGRAM

*It helps to set your goals in advance and to decide specifically how you plan to get there.*

*The following example is how one pilot site, a Corps Community Center program, did it.*

# PROCEDURES IN CREATING AN EFP PROGRAM

## ESTABLISHING CURRICULUM GOALS

In designing the Education for Parenthood curriculum, a comprehensive list of goals was prepared. Similar goals were grouped together and given a general category name. Then a list of activities and materials most useful in turning each objective into a reality for the participants was developed. These steps are crucial in designing a curriculum that stands a good chance of bringing about the wanted growth in knowledge, practical skills, and self-awareness/self-image.

The following goals chart is a sample. Each leader in designing the curriculum should begin by creating a list of objectives as seen in the left column.

| PARTICIPANTS SHOULD COME AWAY WITH... | ...THROUGH THESE ACTIVITIES, EVENTS, OR APPROACHES |
|---|---|
| 1. *An understanding of the purpose of the program and what is expected of them.* | *Walking through the Program Overview Chart in Session I; conversation on leader's and participants' expectations.* |
| 2. *An understanding of the stages of child growth and development through adolescence.* | *3-4 sessions focusing on childhood stages using films, filmstrips, Child Care Manual, poster on devel. stages.* |
| 3. *A fuller understanding of the diversity of lifestyles in their metropolitan area.* | *Films, field trips to ethnic neighborhoods.* |
| 4. *Methods of teaching crafts and activities to children.* | *Practical Lab sessions, giving "on your feet" experience in leading songs, drama, crafts, storytelling, games, etc.* |
| 5. *Skills in effective communication and group leadership.* | *Session on Communication Skills from Liberated Parents/Liberated Children. Rotating responsibility; session on problem situations using role plays.* |
| 6. *An increased awareness of the feelings of others, particularly children.* | *Role plays, films, filmstrips, discussion.* |
| 7. *An increased awareness and sense of mastery of their own feelings.* | *Growth games, role-play and reflection. Make sure material presented is grounded in their own life experience; use reflective and interpretive questions in conversations.* |

FROM YES - PREPARED FOR CORPS COMMUNITY CENTERS BY THE GREATER NEW YORK DIVISION

# SECTION FOUR

## TESTING EFFECTIVENESS

*A questionnaire answered before the course and again following the course is useful in focusing thinking and in estimating amount learned. The one on the following pages was used by one group. You may want to adapt it to suit your group.*

# PRE- AND POST-PROGRAM QUESTIONNAIRE

This questionnaire may be given to participants before and after training to contrast the student's attitudes toward family life, being a parent, and being a helping person with children, and to assess the growth that has taken place.

## I. PARTICIPATION IN THE PROGRAM

1. *What do you know about the Education for Parenthood Program?*

2. *Why would you like to be selected as a program participant?*

3. *What past experience have you had in working with children?*

4. *What kind of work with children do you see yourself doing in the future?*

## II. ATTITUDES TOWARD FAMILY LIFE

5. *What, in your opinion, are the responsibilities of each parent to the family?*

6. *What responsibilities, if any, should young children be given in a family?*

7. *How should children's questions about sex be handled by the family?*

8. *What role do you feel religion has to play in the raising of children?*

9. *How would you want to see discipline used in the raising of children?*

10. At what age do you feel a person is ready for marriage?

11. What personal qualities are necessary, in your opinion, for being a parent?

12. How important is it to know about child development and being a parent before you are a parent?

13. What do you feel about being a parent during the teenage years?

14. Do you feel people can learn to be better parents?

15. What qualities will you look for in a mate?

16. Do you think you will want to be a parent? Why?

III. YOU AND YOUR WORK WITH CHILDREN

17. What do you as a teenager feel that you have to offer in working with children?

18. What do you find most enjoyable in working with children?

19. List three (3) qualities that you feel best describe your strengths.

20. Describe three (3) qualities you would like to further develop in yourself as you become a young adult.

# SECTION FIVE

## PRACTICAL EXPERIENCE

*Select your field practice sites carefully. A day care center; the Sunday School; child care during worship service. Be sure you and the participants and the one in charge of the site understand the assignment. A written report of the experience is useful all around. A sample of how the Greater New York Division did it follows.*

# FIELD WORK ACTIVITY SHEET

PLEASE FILL OUT THIS FORM AFTER EACH FIELD-WORK SESSION AT THE DAY CARE OR COMMUNITY CENTER. HAVE THE STAFF MEMBER AT THE CENTER SIGN IT, AND THEN BRING IT WITH YOU TO THE NEXT TRAINING SESSION.

NAME OF STUDENT_____DATE_____

BRIEFLY DESCRIBE THE EVENTS AND ACTIVITIES THAT TOOK PLACE WITH YOUR GROUP.

DID YOU ENCOUNTER ANY PROBLEM SITUATIONS? IF SO, BRIEFLY DESCRIBE.

WHERE DID YOU FIND YOURSELF ENJOYING WHAT YOU WERE INVOLVED IN DOING?

WHERE DID YOU FIND YOURSELF UNCOMFORTABLE? FRUSTRATED?

TIME ARRIVED:_____TIME LEFT:_____

_____ _____

STUDENT'S SIGNATURE STAFF MEMBER'S SIGNATURE

*From YES, developed by Greater New York*

# SECTION SIX

## COMMUNITY

*The course and you will be enriched by bringing in community leaders to help you. Talk with each one first to be sure you are on the same wavelength. On the following page is a suggested list. You will think of others.*

# COMMUNITY RESOURCES TO UTILIZE

The following is a partial list of resource agencies, schools and institutions that are likely to have offices in each locale, and offer useful information and often the possibility of guest speakers.

1. Local affiliate of the Day Care and Child Development Council of America, Inc.
2. Local affiliate of the National Association for the Education of Young Children
3. Local representatives from the Bureau of Child Welfare or the American Society for the Prevention of Cruelty to Children (ASPCC)
4. Local chapter of 4-C: Community Coordinated Child Care
5. Local schools, colleges, and universities (particularly departments of Community Health Education, Marriage and Family, Human Development or Human Ecology, Sociology, Psychology, or Child Development)
6. Public health nurses, school nurses, and nursing organizations
7. Child and general psychiatrists, psychologists, and their associations
8. Pediatricians and/or pediatric societies
9. Staffs of local day care centers or other child care programs
10. Local schools for children with special needs
11. Local March of Dimes office
12. Local representatives of the Department of Public Assistance
13. Community health educators or outreach workers from a local hospital
14. The Mental Health Association
15. Staff at the local Child Guidance Clinic
16. Training staff of the Planned Parenthood Association
17. The Family Service Association (FSAA) or other family counseling center
18. Representatives of the state or city Department of Health
19. Local affiliate of the Association for the Help of Retarded Citizens
20. Local affiliate of the Federation of the Handicapped, Inc.
21. Local office officially designated for child abuse and neglect cases

*From YES, developed by Greater New York*

# SECTION SEVEN

## OTHER RESOURCES

*When you want more information on child development or on where to buy materials, try those on the two lists which follow.*

## ORGANIZATIONS FOR INFORMATION ON CHILD DEVELOPMENT

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, DC 20036

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Bank Street College of Education
610 West 112th Street
New York, NY 10025

Child Welfare League of America
67 Irving Place
New York, NY 10003

Day Care and Child Development Council of America, Inc.
1401 K Street, N.W.
Washington, DC 20005

Maternity-Infant Care/Family Planning Projects
New York City Department of Health
377 Broadway
New York, NY 10013

Merrill-Palmer Institute of Human Development & Family Life
71 East Ferry Avenue
Detroit, MI 48202

National Association for the Education of Young Children (NAEYC)
Editorial and Publications Department
1834 Connecticut Avenue, N.W.
Washington, DC 20009

New York City Agency for Child Development
Human Resources Administration
240 Church Street, Room 313
New York, NY 10013
-OR-
the local Welfare Department

Office of Child Development
Office of Human Development
U.S. Department of Health, Education and Welfare
P. O. Box 1182
Washington, DC 20013

*From YES, prepared by Greater New York*

# SUPPLIERS OF MATERIALS

ARGUS COMMUNICATIONS
7440 Natchez Avenue
Niles, IL 60648

ASSOCIATION/STERLING FILMS
600 Grand Avenue
Ridgefield, NJ 07657

AVON BOOKS
959 Eighth Avenue
New York, NY 10019

BELL RECORDS
1776 Broadway
New York, NY 10019

BOY SCOUTS OF AMERICA
North Brunswick, NJ 08920

CALIFORNIA CHILDREN'S HOME SOCIETY
Public Relations Department
3100 West Adams Blvd.
Los Angeles, CA 90018

CHANNING L. BETE CO.
45 Federal Street
Greenfield, MA 01301

BRIGHAM YOUNG UNIVERSITY
Media Marketing, W-STAD
Provo, Utah 84602

EDUCATION DEVELOPMENT CENTER
Exploring Childhood Program
55 Chapel Street
Newton, MA 02160

GUIDANCE ASSOCIATES
Division Harcourt-Brace-Jovanovich
41 Washington Avenue
Pleasantville, NY 10570

HUMAN RELATIONS AIDS
419 Park Avenue South
New York, NY

INSTRUCTIONAL MATERIALS LABORATORIES
200 Madison Avenue
New York, NY 10016

INTERNATIONAL ORDER OF FORESTERS
Florence Hallum Child Abuse Fund
100 Border Avenue, Suite B
Solana Beach, CA 92075

McGRAW-HILL FILM RENTAL
Princeton Road
Hightstown, NJ 08520
(Eastern Office)

NATIONAL FOUNDATION/MARCH OF DIMES
Box 2000
White Plains, NY 10602

PARENTS' MAGAZINE ENTERPRISES
52 Vanderbilt Avenue
New York, NY 10017

PERENNIAL EDUCATION, INC.
1825 Willow Road
Northfield, IL 60093

PLANNED PARENTHOOD/WORLD POPULATION
810 Seventh Avenue
New York, NY

SAVE THE CHILDREN FEDERATION
P. O. Box 319
Berea, KY 40403

SIMON & SCHUSTER

SPERRY-HUTCHINSON
330 Madison Avenue
New York, NY 10011

SUTHERLAND LEARNING ASSOCIATES
8425 West Third Street
Los Angeles, CA 90048

# SECTION EIGHT

## RECOGNITION

*Your "graduates" will enjoy some recognition. How about a party, and a certificate? The one on the next page was used at Ivy House in Philadelphia.*

# Certificate of Achievement

*Presented to*

_____

*For* _____ *years of continued involvement in the*

*Education for Parenthood Program*

*In grateful appreciation, we have hereunto set our hands and affixed the Seal of The Salvation Army this* _____ *day of* _____ *in the year* _____.

_____
Site Director

_____
Instructor

# SECTION NINE

## MATERIALS USED

*The next pages are a composite list of the materials used by The Salvation Army in the EFP pilot programs. You will want to use only a few of these items. Ask your local library, public schools, or health department for these or other titles which they will lend to you. Each EFP curricula lists the items used for that course. Most material can be used to teach several concepts.*

# RESOURCE MATERIALS

A composite list of films, books, and other materials referred to in The Salvation Army Education for Parenthood curricula.

## WHO ARE YOU?

### PRINTED MATERIALS:

*The Bible* - King James Version.
The Living Bible.

*The Me Nobody Knows* - Stephen M. Joseph, ed. Avon, New York. Poems and comments written by adolescents describing their feelings about life in the city.

*Diary of Anne Frank* - Anne Frank. Doubleday, New York, 1952. Boo'.. Useful in discussion of emotions, feelings, physical changes as described by an adolescent.

*I Am Loveable and Capable* -Sidney Simon. Argus Communications, Niles, IL. Pamphlet. A modern allegory of the classic put-down. Geared to teen-agers; useful for all ages. Excellent.

*I'm OK, You're OK* - T. A. Harris. Avon, New York, 1969.

*Why Am I Afraid to Tell You Who I Am?* - John Powell. Argus Communications, Niles, IL, 1969.

*As You Grow Up* - Channing L. Bete Co., Greenfield, MA. A 16-page scriptographic booklet comfortably and explicitly diagramming physical changes in boys and in girls.

*Birth Control: All The Methods That Work and The Ones That Don't* - Planned Parenthood/World Population.

*Services for Teenagers* - Planned Parenthood/World Population.

### AUDIO-VISUAL MATERIALS:

*"I Never Looked At It That Way Before"*

*"Personal Commitment; Where Do You Stand?"*

*"Coping With Jealousy"*

*"Your Personality: The You Others Know"*

*"Setting Goals"*

*"Developing Values"*

*"Reflections of Myself"*

*"Family Planning Today"*

*"Becoming a Woman"*

*"Becoming a Man"*

*"Beginning to Date"*

*"You and Drugs"*

*"Single and Pregnant"*

All of the above from Guidance Associates, Pleasantville, NY. Filmstrips with sound. Well done; excellent discussion starters. Pose questions or situations for values clarification.

*Lean on Me* - Bill Withers. Sussex Records. Discussion starter on values indicators, relationships, interdependence, helping each other.

PAIRED BOOKS AND AUDIO-VISUALS:

*Our Bodies, Our Selves, a Book by and for Women* - Simon & Schuster, New York. Tastefully prepared text and illustrations.

*"Taking Our Bodies Back"* Film based on above.

*Free to Be...You and Me* - Marlo Thomas and friends. Bell Records, a division of Columbia Pictures Industries, New York.

*Free to Be...You and Me* - Paperback. McGraw-Hill.

## CHILDREN

PRINTED MATERIALS:

*WORKING WITH CHILDREN*

*Getting Involved*
*Working With Children*
*Helping Skills*
*Doing Things*
*What About Discipline?*
*Helping Children With Special Needs*
*What is a Child?* poster

*SEEING DEVELOPMENT*

*Looking at Development*
*Child's Play*
*Children's Art*
*Child's Eye View*
*How the World Works*
*Making Connections*
*Fear, Anger, Dependence*
*Directions in Development* poster

The above from Exploring Childhood, a curriculum produced by the Education Development Center, 55 Chapel St., Newton, MA 02160.

*Be Good to Your Baby Before It Is Born* -National Foundation/March of Dimes pamphlet. Also available in Spanish.

*So You're Going to Have a Baby?* - A 16-page scriptographic booklet from Channing L. Bete Co., Greenfield, MA. Useful.

*Safety Is No Accident* - A pamphlet from Prudential Insurance Co. Health Series.

*First Aid Skill Book* - Boy Scouts of America, North Brunswick, NJ.

*Learning By Doing* - Save the Children Federation, Berea, KY. A guide for teenagers' work with young children.

*The Magic Years* - Selma Fraiberg. Charles Scriber & Sons, New York, 1959.

*Baby and Child Care* - Benjamin Spock. Pocket Books, New York, 1968.

*Lying and Stealing* - Pamphlet, Human Relations Aids, New York.

AUDIO-VISUALS:

From Exploring Childhood:

*"Michael's First Day"* - 6 minutes, b/w. A small child's first day at school.

*"Water Tricks"* - 13 minutes, color. Learning in a day care center.

*"Story Time"* - 5 minutes, color.

*"Teacher, Lester Bit Me"* -9 minutes, color animated. Everything goes wrong at the pre-school.

*"Sara Has Down's Syndrome"* - 16 minutes, color. How a family and Sara cope with a handicap.

*"Half a Year Apart"* - 12 minutes, color. Two children's play shows differing interests and skills.

*"Gabriel Is Two Days Old"* - 15 minutes, b/w. A new mother and the pediatrician examine and discuss the newborn.

*"Bill and Suzi: New Parents"* - 13 minutes, b/w. Young parents at first office visit to pediatrician discuss their young daughter, their feelings about pregnancy and toward new role.

*"From My Point of View"* - 13 minutes, color. Shows young child's egocentrism.

*"Little Blocks"* - 8 minutes, color. A child's play and a teenager's problems playing with him.

*"Painting Time"* - 7 minutes, color. *"Clay Play"* - 8 minutes, color. *"Racing Cars"* - 7 minutes, color. Each film shows children at work with different media.

From Parents' Magazine, 52 Vanderbilt Avenue, New York, NY 10017:

*"The Child's Relationship to Family"* - Five units: How a child sees himself or herself; The parent is a teacher; Learning from our children; Dependence vs. independence; Forcing the child to fail.

*"Preparing the Child for Learning"* - Five units: How an infant's mind grows; How language grows; When can a young child learn?; How the young child's mind grows; Learning every day.

*"The Child's Point of View"* - Four units: When fantasy is reality; It happened on purpose; The world is alive; What's in a name?

*"Development of Feelings in Children"* -Four units: How feelings grow; How to deal with fear; Love and joy; Anger and sadness.

*"Everyday Problems of Young Children"* -Five units: When children disobey; When children are aggressive; When children do worrisome things; When children are afraid; When children begin school.

*"The Economics of Parenthood"* - Five units: Guidelines for handling the financial responsibilities of family life - budgeting, medical expense, insurance, buying or renting.

The above filmstrips packaged with sound tapes, texts, and discussion guides.

*"Inside My Mom"* - color slides or filmstrip with audio cassette from National Foundation/March of Dimes. A cartoon fetus tells what it thinks about the treatment given by its mother through the nutrition she provides. Amusing; good content; discussion starter.

From Perennial Education, Inc., Northfield, IL:

*"Human Growth"* - 20 minutes, color. Adolescent sexual development.

*"Families"* - 9½ minutes, color animated. Interdependence of each of us.

*"A Baby Is Born"* - 23 minutes, color. Final stages of human reproduction. Also available in Spanish.

*"About Conception and Contraception"* - 11 minutes, color animated. No narration. Clear, basic. Also available in Spanish.

From other sources:

*"He Acts His Age"* -10 minutes. Rent from McGraw-Hill film rental area office. Discussion starter for child's behavior.

*"Lynn and Smitty Give Birth to Erica"* - A color film available through Planned Parenthood/World Population. A young black couple support each other during labor and delivery.

PAIRED BOOKS AND AUDIO-VISUALS:

From Sutherland Learning Associates, Los Angeles, CA:

*Child Care, A Manual* - Joseph W. St.Geme, ed. Includes feeding, growth and development, toilet training, accident prevention, immunication, allergy, respiratory problems, fussy baby, digestive tract, eyes. Illustrated. Geared to middle-class but across-the-board useful.

*Parentaid Films* - 10 short color sound movies based on *Child Care, A Manual*. Good.

Useful separately or together.

## FAMILY AND ENVIRONMENT

PRINTED MATERIALS:

*Liberated Parents/Liberated Children* - Adele Faber and Elaine Mazlish. Avon, New York. An excellent, easy-to-read and understand book of practical helps to family living.

*What's a Family?* -A 16-page scriptographic booklet. Channing L. Bete Co., Greenfield, MA.

*Black Culture Quiz*- Roscoe C. Brown, Jr. Sperry & Hutchinson, New York.

*What Every Child Would Like His Parents to Know* - Lee Salk. Warner Books, New York.

From Exploring Childhood curriculum:

*Family and Society*

*Beyond the Front Door*

*Children in Society*

*Children's Tracks* poster

*Under Stress: Keeping Children Safe*

*Raising a Family Alone*

*We Are a Family* poster

AUDIO-VISUAL MATERIAL:

*"Growing Up Together: Four Teen Mothers and Their Babies"* - Film from Children's Home Society of California, Los Angeles. Four case stories portrayed by themselves. Each mother discusses he situation, which is different from the others. Can be shown individually. About 20 minutes each.

The following from Exploring Childhood curriculum:

Seven films, 10 to 13 minutes in length showing seven children and their families at home. Jeffrey is white, midwestern, one-parent family; Craig is black, professional family; Howie is black, working-class family; Rachel is white, professional family; Oscar is Mexican-American, working-class family; Seiko is Japanese-American professional family; Michelle is a white, fisherman family. Four of these children are also seen in "at school" films: Howie, Rachel, Oscar, and Seiko.

"*At the Doctor's*" - 10 minutes, b/w. Two children go for visit to doctor's office.

"*Girl of My Parents*" -8 minutes, color. A teenage girl on a kibbutz frankly discusses her relationships with her family and boyfriend.

"*Broken Eggs*" - 10 minutes, color. Deals with a stressful situation at preschool.

From other sources:

"*War of the Eggs*" - 10 minute film. Association/Sterling Films, Ridgefield, NJ. Set in a hospital waiting room where warring parents and a doctor discuss their child's injuries. Centers on the relationships between the husband and wife and their differing values.

"*Fragile: Handle With Care*" -20 minute film. International Order of Foresters, Solana Beach, CA. Three case stories showing the ways each family responded to stress by mistreating their child.

"*Cipher in the Snow*" - 24 minute film. Brigham Young University, Provo, Utah. A young boy dies unexpectedly. A look at his history show an emotionally abused boy that no one had paid real attention to.

"*Child Abuse and Neglect*" - Five subjects, filmstrips with cassette tapes: A crippling disease; Discipline versus abuse; Who is the abuser...who the abused?; How can we tell?; Treatment and prevention. From Parents' Magazine, New York.

# USEFUL RESOURCES FOR LEADER

## FOR BACKGROUND READING AND CLASS PREPARATION

### *GENERAL REFERENCE - THEORY*


Bettelheim, Bruno. Love Is Not Enough. The Free Press, Glencoe, IL, 1950.

Boys' Clubs of America. Help-A-Kid, Program Development and Activities Guide in Education for Parenthood. New York.

Dodson, Fitzhugh. How to Father. Signet.
How to Parent. Signet.

Erikson, Erik H. Childhood and Society. 2nd edition, W. Norton & Co., New York, 1963.

Holt, John. How Children Fail. Dell, 1964.
How Children Learn. Dell, New York, 1967.

Josselyn, Irene. The Adolescent and His World. Family Service Association of America, New York, 1952.

LeMasters, E. E. Parents in Modern America. Dorsey Press, Homewood, IL, 1974.

Montessori, Marie. The Secret of Childhood. Ballantine Books.

Piaget, Jean. Developmental Psychology.

Simon, S. B., Howe, L. W. and Kirschenbaum, H. Values Clarification. Hart Publishing Co., New York, 1972.


### *PRACTICAL ISSUES*


Dobson, James. Dare to Discipline. Regal Books.

Galambos, Jeanette W. A Guide to Discipline. NAEYC, Washington, DC, 1969.

Gersh, Marvin J. How to Raise Children at Home in Your Spare Time. Fawcett Crest.

Ginott, Haim. Between Parent and Child. Avon Books, New York, 1968.
Between Parent and Teenager. Avon, 1971.

Gordon, Thomas. P.E.T. - Parent Effectiveness Training. Peter H. Wyden, Inc., New York, 1970.

Salk, Lee. Preparing for Parenthood. David McKay Co., New York, 1974.

Salk, Lee and Kramer, R. How to Raise a Human Being. Warner Books, 1973.

*RELIGION AND PARENTHOOD*

Brandt, Henry R. and Dowdy, Homer E. Building a Christian Home. Scripture Press.

Cooper, W. Melville and Williams, H. Morgan. Toward Christian Marriage. Inter-Varsity Press.

Fox, Emmet. The Child's Approach to Religion. Harper & Row, New York, 1945.

Goldman, Ronald. Readiness for Religion. Seabury Press, 1965.

Guernsey, Dennis. Dare to Discipline. Learning/Discussion Guide. Gospel Light Publications.

Hern, Virginia, ed. What They Did Right. Tyndale, 1974.

Narramore, Clyde M. Zondervan Publishing House booklets:
"Improving Your Self-Confidence"
"The Unmarried Woman"
"Discipline in the Christian Home"
"Young Children And Their Problems"
"A Christian View of Birth Control"
"Is Your Child Gifted?"
"The Mature Years"
"How to Begin and Improve Family Devotions"
"Help! I'm A Parent"

Nelson, C. Ellis. Where Faith Begins. John Knox Press, Richmond, VA, 1967.

Scanzoni, Leitha and Hardesty, Nancy. All We're Meant to Be. Word Books, Waco, Texas.

Schaeffer, Edith. What Is a Family? Fleming H. Revell Co., Old Tappan, NY

Westerhoff, John H. Values for Tomorrow's Children: An Alternative Future for Education in the Church. Pilgrim Press, Philadelphia, 1973.

The Family That Makes It. Victor Books.

What Does The Salvation Army Say...? Clifton Salvationist Publishing and Supplies, Judd Street, Kings Cross, London WC 1.

Laity, Lt. Colonel Edward. The Christian Family. The Salvation Army, 1977.

*SELF-AWARENESS*

Rogers, Carl. On Becoming a Person. Houghton-Mifflin Co., Boston, 1961.

Satir, Virginia. Peoplemaking. Science & Behavior Books, Palo Alto, CA, 1970.

## A REQUEST

WE INVITE YOUR HELP IN PREPARING FUTURE EDITIONS OF THESE GUIDELINES.

(1) What material have you found most useful?

(2) What scriptural references would you add or change?

(3) What other material do you suggest be added?

(4) Comment:

Return to: The Salvation Army
Women's and Children's Social Service Department
120 West 14th Street
New York, NY 10011

Signature_____

Position_____

Address_____

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